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TRENDS IN HOME MAKING

EXTENSION SERVICE

PROGRAMS;

1910 - 1950 ;

A Progress Report on Home Demonstration Work //



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NOTE: The statements on trends appearing in this circular have been prepared by Federal Extension Service specialists for use at the State Home Demonstration Leaders' Workshop, Stillwater, Okla., January 20-29, 1953.

WHAT ARE HOMEMAKING EXTENSION SERVICE
PROGRAMS AND OBJECTIVES

All programs conducted by the Extension Service between 1910-1950 that have as their primary objectives "better living and the development of a well informed people equipped to appraise and handle changing problems in family and community life" are included in this review of home demonstration Extension Service programs.

In compiling these trends statements, the objectives as developed by State Home Demonstration Leaders and reported on in "What's Ahead in Home Demonstration Work 1946", were used as guides.

The objectives of home demonstration work include:

1. To assist families with problems of family relationships; the physical, mental, and emotional growth and well-being of children; the development and adjustments of youth; and the role of the family in community life.
2. To assist families to wisely manage as well as to obtain an income adequate to support a satisfactory level of family living.
3. To improve the nutritional and health status of people through planned home food production, conservation, and use, based upon dietary needs.
4. To assist families to improve the house and its furnishings that these may contribute the maximum to the comfort, health, and satisfaction of family living.
5. To improve living through better household water facilities, rural electrification, labor saving equipment and methods of work that conserve the time and effort of family members.
6. To assist families--youth and adults--to be appropriately and attractively clothed at moderate cost.
7. To develop the creative ability of people through recreation; handicrafts; home grounds improvement; and other individual, family, and group activities that will add to the satisfactions of rural life in the home and community.
8. To help people to be aware of the part they can play in making their community a wholesome and attractive place in which to live, with adequate facilities for education, recreation, social and spiritual development.
9. To develop among people an awareness of the needs of youth in a rural community, and to help them provide for these needs through 4-H Club work and other youth activities.

10. To promote good health practices in the family and community, to encourage people to study local needs for health facilities and to develop ways for obtaining them.
11. To assist families to be better informed consumers.
12. To develop leadership abilities among adults and youth.
13. To cultivate an appreciation of the opportunities and values in rural living.
14. To develop an understanding of and participation in local, State, national and international affairs.

Taken from WHAT'S AHEAD IN HOME DEMONSTRATION WORK? Second report National Committee of State Home Demonstration Leaders, Chicago, Ill., December 1946.

EMPLOYMENT OF SPECIALISTS 1/

HOME ECONOMISTS AND OTHERS

By Mary Rokahr, Asst. to the Chief
Division of Home Economics Programs

Year	Food Preservation	Parent and Family Life Education <u>2/</u>	Clothing	Health and Sanitation	Home Economics (General)	Home Management	Home Furnishings	Home Industries - Home Crafts	Nutrition	Women in Publicity	Marketing-Consumer Education	Recreation	Rural Organizations and Sociology	Total
1918-19	-	-	1	4	64	2	-	-	9	2	-	-	1	83
1919-20	-	-	3	3	45	3	-	-	13	2	-	-	2	71
1924-25	-	-	59	7	26	22	-	-	57	3	-	-	1	175
1929-30	-	7	59	6	7	54	-	-	58	2	-	-	4	197
1934-35	-	9	46	4	3	39	13	6	59	10	-	-	9	198
1939-40	8	17	65	5	-	67	19	8	72	12	-	-	10	283
1944-45	7	16	63	6	-	62	21	5	86	32	1	5	7	312
1949-50	5	21	72	8	3	74	25	4	80	52	2*	9	6	361
1951-52	7	27	70	10	2	77	25	6	77	45	9	5	5	365

1/The above tabulation was provided by Division of Business Administration and is taken from budgets submitted by States for State payments. In some instances it does not agree with lists of specialists as State directors assign them to handle specific programs or functions, i.e. Though 25 specialists are listed above as assigned to home furnishing, a directory compiled on basis of major assignment contains the names of 35 specialists in 27 States.

Similarly, Extension directors in 21 States have assigned an Extension specialist to work in health education while the above list gives 10. In marketing-consumer education there are 33 consumer-food marketing specialists in contrast with nine specialists listed above.

* / RMA specialists included.

2/ Formerly called Child Care and Training.

The tabulation gives a good picture of the growth of home economics specialist work from the early 1920's when specialists were assigned to work on home economics in general to today when the assignments are specific. It shows that a basic group of specialists in food-nutrition, home management and clothing through the years have given leadership and guidance to extension homemaking programs. These specialists also train county extension workers and local leaders, and develop cooperative programs with groups and organizations outside of the Extension Service. Keeping people informed on research findings that will aid in improving American homemaking is another one of their important functions..

Specialists in parent and family life education (formerly Child Care and Training) and home furnishing were first appointed in the 1930's. In both projects over half the States now employ these specialists. There has been an increase in the number of women assigned to publicity since 1935 when 10 were employed to 45 employed in 1952.

There will probably continue to be employed in the extension homemaking program a basic core of five home economics specialists in food and nutrition, clothing, home management, the house, its furnishings and equipment and parent and family life education. 3/ Trends in the employment of other specialists whose program assignments are a part of or closely related to home economics such as marketing-consumer education, and sociology will be indicative of changing situations and expansion of research work.

Changing Emphasis in Program Content

Homemaking programs in the early 1920's were based on research findings of Land-Grant Colleges and the application of improved practices that would develop, improved family living and increase production and income. Improved skills in housekeeping, clothing construction, food preparation and countless other homemaking duties were demonstrated far and wide and received ready acceptance. Gradually from the simpler skills and practice programs there was developed an educational program aimed at helping people not only to acquire newer knowledge and skills but also to develop the ability to reach their own decisions based on their own circumstances. With the expansion of our knowledge of human relationships, all homemaking programs are placing stress on use of human as well as physical resources. Personality development, human satisfactions one derives from improving one's skills, and how to achieve happy human relationships with in the family are only of a few phases that are now an integral part of Extension homemaking programs. Understanding the psychological as well as physical needs of family members is of real concern to Extension workers and homemakers alike.

The Extension Service has for sometime used the "family approach" when programs were of concern to all family members. During the last 15 years there have been a growing number of activities such as farm and home planning, child development, programs for teenagers, marriage counseling, improvement of home management and business affairs of the home that have brought husbands and wives together to study ways and means of dealing with these problems.

3/ Possible retitling of this project is "Human Development and Relations."

As farm income rose, electricity spread and farm families did not have to spend every waking hour in production and housekeeping, homemakers have asked the Extension Service to aid them in discussing other aspects of homemaking.

Rural policies and programs, hospitals, schools, churches and other community services and needs have been discussed and action programs developed through out the nation that has resulted in a better rural U.S.A. in which to live.

Changes in Extension homemaking programs have been far reaching in the last three decades. As new knowledge especially in human relationships become known, we can expect even greater changes in the future. The home-making activities of rearing children and providing food, clothing and shelter remain the same here and the world over. It is the "something more" in homemaking that the Extension Service strives to add to millions of families that is our future challenge.

THE EXTENSION PARENT AND FAMILY LIFE EDUCATION PROJECT

By Lydia Ann Lynde

Extension Specialist in Parent and Family
Life

I. Growth

a. The beginning.

Through the early years of extension home demonstration, workers struggled with parents' questions and problems. There was little scientifically sound information then available, but as research in the field of child development grew, parent awareness of the need for information grew and home demonstration workers felt themselves unable to keep up with the demand.

On January 1, 1925, on Laura Spellman Rockefeller Memorial Funds, Miss Edna Walls was appointed in Illinois as specialist in Child Care and Training. Later that year Mrs. Alma Jones became the specialist in Iowa and Dr. Margaret Wylie, the specialist in New York. During the next four years, specialists were appointed in seven more States. Three additional States were conducting organized project work, directed by part-time specialists.

In 1934 through the cooperation of the National Council on Parent Education, Dr. Lita Bane was placed in the Federal office to demonstrate the need and value of a Federal specialist. As a result a Civil Service registry was set up and in 1937 the first specialist was appointed.

b. And now --

In 1952 the list of specialists has grown to 29 working in 24 States and Puerto Rico. Two States have set up a budget for a specialist and are now seeking the right person to fill the position.

II. Objectives and subject matter.

In all of the States there has been a progressive development of objectives. Beginning with the effort to solve child behavior problems in the home, the project has followed the general trend of parent education in the United States, determined largely by the results of the rapidly increasing research in human development.

From behavior and health problem solving it has moved on through the study of causes, emphasizing first, parent-child relationships; and now, family relationships and the patterns of family life. In many States the specialists' titles are being changed to "Specialists in Family Relationship" or "Specialists in Family Life", and in 1950 "Human Relations", and in 1952, "Human Development and Relations."

Today the objectives follow five somewhat overlapping subject-matter areas: 1) Physical growth, 2) Emotional development, 3) Personality and mental health, 4) Human relations, 5) Dating, courtship, and

marriage. Discussions in all of these areas are addressed to and concern all ages--and all stages of the Family cycle. An overall objective is a family life education program for every member of the family and training in human relations for all extension workers.

III. Results.

Though nearly every State is emphasizing child development and family relations in some measure, the major extension results in this area come from the States with family life or human relations specialists.

In 1929 Miriam Birdseye prepared a summary of the State specialists' work, showing that work was conducted in 83 counties, 711 communities. 266 study groups with 6,691 enrolled were being conducted, and 921 interest meetings were held. In 1951, 2,137 counties reported work in this field with 333,132 men and women participating, and 23,279 4-H Club boys and girls carrying child care projects.

IV. A look ahead.

1. Adjusting human values, and behavior in harmony with our increasingly complex and complicated material has created mounting tensions. As extension programs continue to move from homemaking skills to easing these tensions and solving the homemaker's family life and relations problems, this project will grow in like proportion. Present budget limitations are preventing a number of States from adding "human development and relations" specialists to their staffs.
2. 4-H leaders are requesting more help with youth guidance.
3. Young men and women groups are increasing their demands for discussions on marriage and parenthood.
4. More husbands and fathers are requesting a part in Extension groups discussing their roles in the home.
5. The pressing need is more professional leadership in this field for the Extension Service.

V. Topics for discussion.

1. Human relationships has become a worldwide concern. How can we through our Extension programs help rural people become "relationshipwise" in their homes and community life?
2. Mental health is as serious a problem for rural people as physical health. What are the preventive potentials of home demonstration work?
3. Many home demonstration group members have reached "retirement" age. How can home demonstration programs provide continuous enrichment of living for them and prepare younger women for the later years of life?

4. Increasing delinquency - especially juvenile delinquency - plagues rural America as well as urban. What help can home demonstration work give to communities trying to prevent and correct delinquency?

Other areas to consider:

There are some special areas that need some consideration:

1. What can we do to move from authoritative to democratic relations?
 - a. In the home
 - b. In the community group
 - c. In the Extension Service
2. What can we do to avoid developing or fostering hostility and suspicion in a, b, and c?
3. What do we know about individual capacity to change?
4. A stumbling block in human relations is communication. We do not understand each other.
5. How can we better use the training and knowledge of the family life specialist in our State Extension programs?
6. How can we develop?
 - a. A philosophy of human relations that will cushion the impact of our feelings for self?
 - b. More usable information regarding human relations?
 - c. Methods--such as cultivate and encourage vs push and drive?

Nine ways to change people without giving offence and arousing resentment:

1. Begin with praise and honest appreciation.
2. Call attention to people's mistakes indirectly.
3. Talk about your own mistakes before criticising the other person.
4. Ask questions instead of giving direct orders.
5. Let the other man save his face.
6. Praise the slightest improvement and praise every improvement.
7. Give the other person a fine reputation to live up to.
8. Use encouragement. Make the faults seem easy to correct.
9. Make the other person happy about doing the thing you suggest.

FOODS AND NUTRITION

By

Evelyn L. Blanchard, Extension Nutritionist

The food and nutrition program of the Extension Service is based on the belief that the strength of a nation lies in the good health of all its citizens and that proper and adequate food is basic to good health.

The topics covered by the program vary widely and differ from State to State. However, there are certain trends which are being stressed at present because they are to meet the needs of families of today. The chief concern of the Extension foods and nutrition program is with the family nutrition. The family diet should be planned to meet the needs of all members of the family. The preschool child must be considered as much as the rapidly growing adolescent. The older members of the family whose teeth and digestive systems are not as good as they once were are also getting some special attention. Overweight is becoming one of the most serious nutritional problems. It is so prevalent among the rural women that it receives attention in many of the States through the foods and nutrition program.

During the war we tried to teach nutrition as an abstract subject. We quickly learned this was not an approach that appealed to the farm woman. We now teach our nutrition along with food preparation and meal planning. Better and easier ways of preparing foods are constantly being considered. Oven meals, one-dish meals, broiler meals and quick mixes appear in almost every State program. With the increase in food costs there has been an increased demand in information concerning the selection of food and the best use of the food dollar.

In the field of preservation there is a constant demand for information on the preparing and freezing of foods. There are about 3 million home freezers in the United States today and about 11,500 locker plants that service an average of around 500 families each.

In the 4-H foods and nutrition program special emphasis has been given in the last few years to making the projects more nearly fit the needs, interests, abilities and development of the members. In the past we were too often more interested in the subject matter we were teaching than in the development of the 4-H'er himself.

Several States have separate projects in foods and nutrition designed to meet the needs of preadolescent and the adolescent members. Projects in foods are also designed so they are of interest to boys as well as girls. Some of these are in the form of outdoor cookery projects.

Are we making progress in bettering the diets of farm people? Let's take a look at the situation as described by the Drs. Stiebeling and Phipard of the Bureau of Human Nutrition and Home Economics in an article published in the Journal of the American Medical Association on "Adequacy of the American Diet."

One of the most decided changes and one of great importance for improved nutrition is the increased use of milk. Reinforcing the upward trend since

1909 in the consumption of milk products such as cheese, ice cream and evaporated and dried milk, the use of fluid milk rose sharply during the early war years. In terms of total milk equivalent, consumption of milk and its products other than butter averaged nearly 3 cups per person per day in 1945--as compared with less than 2 cups in 1909. As a result there was an increase of 40 percent in the calcium content of the per capita food supply and a considerable increase in riboflavin.

Consumption of citrus fruit and of leafy, green and yellow vegetables also has shown an upward trend during these years. More than four times as much citrus fruit was consumed in 1945 as in 1909. Yearly per capita consumption of meat, poultry and fish averaged 165 pounds or more in the period 1944 to 1947, compared with 137 pounds in the prewar years, 1935-1939.

While we have been eating more of some foods we have eaten less of others. Consumption of grain products and potatoes has declined considerably since 1909, although the downward trend was arrested during the war years, when supplies of fat and sugar were somewhat restricted.

Toward Improved Nutrition

There is considerable evidence that a large share of the population is not attaining a level of nutritional health which the science of nutrition has shown to be a potentiality, although diets in general were better in the middle 1940's than in any previous period. Further improvements must be along the lines of better distribution of foods or nutrients among the under-consuming segments of the population.

School lunches--Among the fruitful efforts to raise nutritional levels are those concerned with the improved feeding of children. One good school meal a day can do much toward improving the well-being of children whose home diets are not providing adequately for food needs. Numerous observations on the attendance, behavior and progress of children receiving school lunches would seem to bear this out. As a result school lunch programs have been widely endorsed in the United States as in other countries, by health officers, nutritionists and others concerned with promoting higher levels of nutritional health.

Education--The importance of education as a factor in raising nutritional levels cannot be overemphasized. Every one needs to know how to select an adequate diet. The lower the income the more difficult it becomes and the more important it is that the food dollar be spent to best advantage. However, many persons who can afford good diets do not know enough about food selection.

Knowledge of nutritional requirements and how they may be met by foods, while far from complete, has advanced far enough to offer sound guidance in our teaching. But the application of knowledge we have has lagged behind its development. Nutrition education in a broad sense includes convincing people that what they eat makes a difference. Experience has shown that motivation is the most difficult hurdle to surmount in trying to change food habits.

Determining the ultimate success in the broad practice of nutrition and holding the key to the adequacy of American diets is the housewife who spends the family food money, who prepares the family's three meals a day and who guides the food habits of children in their formative years.

We have looked at the trends in our National food pattern, but what about the change in the foods as they reach our tables. Our extension program must be geared to accept changes that are part of the trends of today instead of clinging to things as they were done in the past. Here are some of the changes in the foods you eat. An article "Changing and Changed Food Standards" Clara Gebhard Snyder describes these changes.

Changing and Changed Food Standards

Bread--Let's start with bread. Modern fine-grained, thin-crust, soft-crumbs bread is certainly different from grandmother's open-grained, thicker-crust, firm-crumbs loaf. Fast-acting yeasts, controlled short fermentation times, and temperature-controlled baking produce breads with the flavor and other qualities we associate with good bread today. These are quite different from the flavor and characteristics produced by the overnight or all-day fermentation made necessary by slow-acting dry yeast cakes or starters, and by the comparative coolness of houses that were not centrally heated. Moreover, softness has become part of the standard for bread. Even the person who bemoans that "soft, cottony stuff" is likely to squeeze the loaf or press the rolls before she buys. More often than not, she selects the softer loaf.

Fruits--Fruits, too, have changed. Canned fruits are still the good standby they always were. They have been joined by a long list of frozen fruits with their fresh-from-the-garden-or-orchard flavors. Not every variety of fruit freezes well, so Mr. and Mrs. 1952 gradually become acquainted with new varieties; if the family likes them, imperceptibly these become the standards.

Meats--When grandfather butchered a hog, he put the hams, bacon and side meat into a heavy brine to "cure" and preserve them. Then he smoked the cuts until they were so dry they shrivelled. Salting and drying took the place of refrigeration. When grandmother cooked these hams, she first soaked them for hours--partly to leach out part of the salt--partly to try to replace some of the water. The hams tasted fine--but quite different from the mild-cure plump, tender hams refrigeration has made possible and that are the standards today.

Mrs. 1952 has small use for the large fat cuts of pork her grandmother cooked. Many of today's shoppers want small chops and small roasts. The same is true of beef and other meats, including turkey. What counts most in meat is what it is like when it gets to the table. Low temperatures for all meat cookery, from stewing to roasting and broiling, have given us a new appreciation of how savory meat really can be. Nowadays, the juice stays in the meat, instead of seeping gradually into the cooking pan. Basting is a bygone practice.

Today's roasts, cooked uncovered at low temperature, glisten with juice as the carving knife cuts off slice after tender slice. Moist-cooked meats, like stews and pot roasts, are fork-tender, yet they hold their shape. The old standard, "so tender it fell apart" is no compliment to today's cook.

Poultry--Standards for poultry compare with those for meat. To get good marks from Mrs. 1952, cooked chicken or turkey must be plump, golden and tender, but not so tender the meat falls from the bones. Roasted uncovered, at low temperature, the meat "bastes" itself, for it does not release its juices. Fried chicken, too, becomes tender, golden, and juicy with long, slow cooking.

Much of the credit for raising standards for meat cookery goes to the improvement in quality of the meats themselves. Much is due to the great improvement in ovens and ranges, with their steady, controlled heat.

Vegetables--Vegetables, too, have undergone a revolution. Today, we like green vegetables green, white ones white when they are served. For most vegetables, quick cooking in small amounts of water keeps their fresh color and flavor, with a bit of garden crispness still in them. No more do limp, dark cabbage and cauliflower, pulpy peas, olive-brown spinach or string beans have appetite appeal.

DISCUSSION QUESTIONS--

1. How can our nutrition program be made to include all members of the family?
2. Are we teaching our nutrition in such a way as to motivate the family to eat better meals and to enjoy them?
3. Is our nutrition program keeping in step with the times?

MARKETING--CONSUMER EDUCATION

By Gale Ueland, Extension Economist

American consumers are depending more and more on commercial markets for the many things they need. Buying food, clothing, and other things for the family has become a major skill in homemaking.

The Extension Service has done some work in consumer education since 1910. The number of families assisted with buying foods reached an all time high in 1951 of 774,194. The development of this work has been speeded up by the passage by Congress of the Research and Marketing Act (RMA Title II).

The Research and Marketing Act was passed in 1946. Funds were appropriated in 1947 and the first consumer education project in food marketing was started in 1948. During that fiscal year, 9 programs got under way.

There are now 33 consumer food-marketing specialists working in 25 States and Puerto Rico under funds provided by the Research and Marketing Act of 1946. Some of the States are conducting urban projects; some are operating on a State-wide basis, and in some cases, where market centers serve several States, they are cooperating in regional projects. (See map 1)

The objectives are to aid consumers in becoming more discriminating and more skillful in buying and using farm products; providing more healthful diets; and in gaining a better understanding of the marketing system. In order to reach these objectives there are three phases of the consumer education specialist's job: (1) obtain information on availability and price of food; food buying and use; and marketing, (2) interpret information from standpoint of the consumers' interest and welfare, (3) disseminate information.

So far the consumer education work has dealt primarily with food-marketing problems. In the initial stages of development it seemed wise to concentrate in one field. Food was selected because it is of major concern to all people and because many marketing problems result from the perishable nature of food. The law, however, makes funds available "to conduct and cooperate in consumer education for the more effective utilization and greater consumption of agricultural products."

The greatest numbers of people to be reached live in the urban areas where Extension Service has not operated to the extent that it has with rural people. According to the 1950 census only about 16 percent of our population live on farms. It is in the densely populated areas that special educational programs for consumers are needed. The trend is for States to establish consumer education programs in major urban areas. Extension agents and other specialists localize and incorporate the information into their programs and thus broaden the coverage.

In most projects one or possibly two specialists have the job of reaching thousands of consumers with food-marketing information. They get a great deal of help from other Extension workers and resident staff members but also must establish and maintain good working relations with a wide variety of cooperating people, organizations, and agencies.

The dissemination methods receiving the greatest emphasis in consumer food-marketing education are those that reach the greatest number of people in the least time. This is important because the market can change so quickly that information must be timely. Radio, television, and newspapers are the key media.

Some of the major activities are:

1. A weekly release giving food-marketing information to others dealing with consumers. Such people as radio and television workers, food editors, health and welfare workers, teachers, librarians, publicity agents, and commercial home economists rely on this information for the facts they need in their work.
2. A weekly release sent to small institutions such as nursing homes, homes for the aged, nursery schools, and the like. In large cities there are hundreds of these institutions operating with very limited staffs and budgets. The original request for such assistance came from the institutions themselves.
3. Weekly newspaper articles.
4. A radio script service as well as live programs given at least weekly and in some cases daily.
5. Television. In practically all areas where it is available, consumer education specialists are putting on programs. In Louisville, Kentucky, two half-hour shows are given weekly. In the Minneapolis-St. Paul area, the show the consumer education specialist is on weekly is rated as having one of the largest viewing audiences of any daytime program in the area. She reaches approximately 40,000 viewers weekly.

Ohio is now starting a consumer education project giving information entirely by television. Ohio's largest broadcasting industry has offered them Class A television time on its network of three stations--Cincinnati, Dayton, and Columbus. This affords them practically complete coverage of the State. The shows will be weekly 15-minute programs on Sunday afternoons.

Discussion questions:

1. How to get qualified personnel for marketing consumer education?
2. How to get local support in urban areas?

HOME MANAGEMENT

By

Mary Rokahr, Asst. to the Chief
Division of Home Economics Programs

Growth

The first specialists appointed by State Extension Services were assigned to the general phase of home economics. The first home management specialist was Miss Mary Bull appointed in Minnesota 1915, followed by the appointment of Miss Clark in California in 1916. All States and territories except Rhode Island, Idaho, Nevada, and Alaska employ one or more full time home management specialists totaling 77 in 1951-52.

Objectives - Program Content

Home management specialists handled all homemaking educational programs not assigned to food-nutrition and clothing until about 1935 when home furnishings and parent and family life specialists were added to about one-fourth of the State staff.

Management has been defined simply as "using as well as we can, what we have, to get what we want." Early Extension Service programs in home management were concerned with management of money and time with demonstrations centering around efficient arrangement of kitchen equipment, step saving methods, and analysis of home accounts. Since the early 1920's an entirely new body of knowledge regarding the human relationship phases of home management have been woven into educational programs. Planning and decision making as basic home management activities have been studied and research has thrown light on how and how well a family manages.

Management duties of homemakers whether they live on the farm or in the city have changed dramatically since 1910.

- Producing the families food supply was a year round full time job in 1910 with canning, preserving and pickling a time and energy consuming task. Cows were milked on almost all farms and the meat supply raised, slaughtered and cured for home use. In 1949, 70 percent of farms had one or more milk cows but there is a downward trend in home production of milk. This is true also of slaughter of meat animals though 65 percent of farms still did it in 1949.

Freezing of food was an unknown household skill in 1910. With modern equipment more food is being frozen and less canned and preserved in other ways. One-third to two-thirds of money value of food used by farm families is home produced but the number of gardens has been on the decline since 1945.

Ready mixes and frozen foods are now available which lightens homemakers food preparation tasks and more meals are eaten away from home.

In spite of all these advances the production and preparation of food for family use remains the major management job of homemakers in terms of time and money.

- Industry has made available all kinds of ready to wear clothing and though a great deal of sewing takes place in the home yet the general trend is toward more buying. Efficient equipment, convenient arrangement and simplified sewing methods are key management practices.
- Keeping the house and furnishings attractive and furniture useful at a minimum cost lead families to do their own papering, painting, repairing of furniture and making drapes and curtains. Even today families find they can substitute their own labor for money and in addition secure great satisfaction from doing their own house and furniture up keep jobs. "How to do it" programs are on the increase.
- Fifty-nine percent of farm families own electric washers. Dryers and ironers are becoming required pieces of household equipment. Community laundry facilities are also available to many. Though home laundry work has not been eliminated, yet much of the drudgery has been removed and new equipment allows the homemaker to do it piecemeal between other jobs thus eliminating washing and ironing days.
- High birthrates since 1940 focus the younger homemakers management activities on care and development of children with equipment that makes physical care easier.

Other Changes That Effect Management in Homes

- One-fifth of all farm wives in April 1951 were employed. Trend is upward. The lower the income of the husband the more apt is the wife to work.
- In 1950, 78 percent of rural farm females had completed elementary school, 37 percent high school and 3 percent college. Percentage is still much lower than rural and city women.
- In 1950 all farm families reported that 59 percent of their income was from the farm and 35 percent from other sources. Trend will be greater income from outside sources.

In 1910 the homemakers management centered around care and development of children, food production, preparation and preservation, sewing, laundering, selection and care of furniture and furnishings, helping with farm work at rush seasons--all without electricity and electrical equipment, running water, bath rooms, central heating, automobiles, radio or television.

The basic management activities have not changed nor will they in the years to come--but the equipment and methods will continue to change. Today the homemaker is also the family chauffeur and she is her own beautician cooperating with neighbors in getting permanent waves. Her interest in her community school, church and organizations leads her to devote time

and energy to aiding in worthwhile pursuits including those of world wide significance. More decisions homemakers have to make today lie in the field of buying when before it was how to produce and make in the home. Being the business manager of the firm - keeping the books - answering telephone - writing letters are an accepted part of today's homemaker's job - but all these activities are not considered the woman's job alone. Today when the word homemaker is used, it conotates both men and women.

In all these changes Extension Service has had a part, often taking the lead. Management is concerned with planning the best use of both human and material resources on hand to reach a goal, then carrying the plan into action and evaluating the results. Helping people improve their managerial abilities will be an important phase of both agriculture and home-making programs during the next decade.

Results--Some of the statistics reported on by county Extension workers in 1951 give indication regarding results in this field--

- 544,800 families assisted with making vs buying decisions
- 317,650 families assisted with time management problems
- 614,600 families assisted in improving housekeeping methods

Discussion Questions --

1. Management is a process or method in decision making used to reach current and long time goals. How can the Extension Service help families more clearly define their goals, and improve their management?
2. How can we devise more tangible ways of judging improved management abilities?

FAMILY ECONOMICS

By Mary Rokahr

Assistant to the Chief, Division of Home Economic Programs

GROWTH:

One of the aims of all families is to have their home "economically sound." To help families reach this aim, the Extension Service programs have dealt with all aspects of economics whether it was related to food, clothing, and shelter or the over-all aspects of financial planning and budgeting. From 1910 to 1939, how to produce and manufacture in the home the items families needed for living was the backbone of programs because of low farm income, and the depression.

Since 1940, the war, full employment, and higher family income has brought about a trend of less production and manufacture for home use and greater buying of family living needs from industry. The modern farm family finds decision making in regard to consumption as important as production.

The over-all planning phases of family economics extension programs have been a part of home management projects, while food and nutrition, clothing, housing and home furnishings specialists have handled economic phases of those activities. State specialists have not been assigned to family economics programs. The 77 home management specialists together with 200 other home economic specialists carry on this program.

The importance of the work and several unique methods of dealing with family economic problems warrants a trend statement.

OBJECTIVES:

To help families manage their finances more effectively;
to help families understand how the economic system influences them and affects their satisfaction in securing their wants;
to know and understand social policies affecting the family income and expenditures in order that the family may more intelligently guide their own affairs and participate, as citizens, in shaping policy.

Program content includes a variation of subjects i.e. why and how to make a will; how to make and carry out financial plans; how to buy, use and care for thousands of family living items; why and how to do farm home planning; how to help boys and girls learn to use money with satisfaction; the outlook for rural family living; business centers for the home; how to make financial adjustments as prices and income rise and fall. In all of the above the actual money decisions are one part. Psychological basis of family economic decision making is the part about which we need to know more.

Results. Two methods that Extension Service has used to develop family economics programs are Rural Family Living Outlook and Farm and Home Planning.

Rural Family Living Outlook

Agriculture Outlook work as developed by the Bureau of Agriculture Economics and Extension Service was started in 1922. In 1932 the Bureau of Human Nutrition and Home Economics prepared the first statement on the Outlook for Farm Family Living. In 1934 State home management specialists were invited to participate with State agricultural economists in an "in service" training Outlook conference, the BAE providing general economic outlook and the BHNHE providing rural family living outlook. This five day in service training conference provides information on both domestic and world economic outlook, the outlook for farm income and consumer goods, trends in standards of living and farm and family living costs. Successful methods and techniques are reviewed and newer methods such as television and other mass media explored. Usually between 35 to 40 States send about 50 home economic representatives to this conference.

Accomplishments may be stated as a broader knowledge and understanding of family economics by rank and file of Extension staff and specific yearly help to families in making consumption and production plans. A great strength of the program has been the "family" approach and the building of sense of family solidarity in developing farm and home production and consumption plans based on better family living goals.

In 1942, 108,892 families in 1077 counties reported having been assisted by Extension Service in financial planning. In 1951 170,128 families in 1446 counties reported receiving similar assistance.

In 1935, 25,581 families in 786 counties reported receiving assistance in how to keep and use home accounts. In 1951 109,086 families in 1763 counties reported receiving similar assistance.

In 1942, 584,425 families in 1708 counties and In 1951, 644,476 families in 1869 counties reported using timely economic information to make buying decisions and other adjustments in family living.

1,090,900 different families in 1951 reported that they had received assistance from the Extension Service with consumer buying problems.

Farm and Home Planning

The concept of developing production or income earning plans parallel with consumption or family living plans began in early 1930's and has become an important technique that unites the family in their endeavor to not only make their home "economically sound" but also "mechanically convenient, physically healthful, morally wholesome, mentally stimulating, artistically satisfying, socially responsible, spiritually inspiring, founded upon mutual affection and respect."*

Farm and Home Economic Conferences were held in about half of the States during the 1930's at which time husbands and wives met with Extension staffs and analyzed the standard of living they wanted and how much the farm would have to produce to reach these goals. Later, Extension workers through result demonstrations helped individual families analyze their situation and develop detailed plans for improvements. The technique is so satisfactory from the point of view of the family and because it integrates Extension Service specialists and agents help that it is now moving into a third stage. This third stage is concerned with the development of mass media methods that will help many more families developing better farm and home management programs.

In 1951, 58,209 families reported receiving assistance from the Extension Service on developing a farm and home plan.

Discussion Questions.

There is greater need for work on farm and home planning with families in middle and lower income brackets and those with less education. Extension's tendency so people say is to work with higher level income families and families that are already good managers. Is this true? Should we do anything about it? What?

Farm and home planning brings the family together and helps them arrive at common goals and decisions. It aids greatly in human relationship problems within the home. Surveys by home management specialists regarding its success indicate that there is a need "for more active interest and participation on the part of administrative personnel -- county, State and Federal and better methods need to be developed for participation by other subject matter specialists besides farm and home management." How can State Home Demonstration Leaders help?

*The Aim for the Homemaker by Lita Bane, 1923

IMPROVEMENT OF THE RURAL HOUSE ITS FURNISHINGS AND EQUIPMENT

By

Mary Rokahr, Asst. to the Chief,
Division of Home Economics Programs

In 1930, an objective of home demonstration workers regarding the house was stated as "Improvement of the household plant." In 1946, it was stated "To improve living through better household facilities, rural electrification, labor saving equipment and methods of work that conserve the time and effort of family members," and "To assist families to improve the house and its furnishings that those may contribute the maximum to the comfort, health, and satisfaction of family living."

Comparison of the objectives stated in 1930 with those stated in 1946 show clearly the movement from attention to the house, equipment and furnishings as an end in itself to attention on the use of the equipment as a tool to aid the family to improve their living, attention now being focused on people.

Where we came from and where we need to go in terms of household equipment to make living more comfortable and enjoyable, can be clearly visualized in the following table.

HOUSEHOLD EQUIPMENT - FARM OPERATORS

Percentage having -	1920 Percent	1940 Percent	1950 Percent
Electricity	7		88
Refrigeration		15	61
Radio	0		93
Running water	10		42
Flush toilet		11	28
Auto	31		63
Television			?

The Extension Service can take credit for a continuous home improvement program that started before 1914 and has continued to the present day. This program has been adjusted as times changed and as families secured home conveniences. For home owner operator families, Extension workers in the next decade will continue educational programs, stressing (1) central heating, (2) bath rooms with flush toilets, (3) running hot and cold water, (4) improved furnishings and furnishings that add to comfort and beauty

of home, (5) reorganization of house for functional use. Standards and levels of living in the middle income city and among farm owner operators will tend toward being the same.

The real challenge to Extension workers however is help, with the less well educated and families having lower income achieve the highest level of housing, furnishing, and equipment possible with what they have. Certain practices such as household carpentry, painting, wall papering, and refinishing furniture should continue to be an important part of Extension programs.

Farmers under our industrial society will have to buy refrigerators, better furniture, and furnishings, have water installed, and use the other output of manufacturers if farmers expect city families to continue to improve their diets and purchase more and better food from the farmer. Extension workers will continue "buymanship" programs that will help farm families decide which refrigerator or freezer to buy that will best suit their income and needs.

Farm families "consumption" plans are as important today as are their production plans. In studies on ways to increase the use of electricity on farms it has been found that 80 to 90% of all electricity consumed was used in the home. Extension programs will in the future take such facts into consideration.

Speaking specifically of kitchens, the Extension Service probably in some way or another has reached every farm and rural, and many city families, with ideas for some small or large improvement that has made the kitchen not only an efficient place to work but also has improved and maintained high standards of health, happiness, and character development of family members. The number of kitchens improved each year has risen from 50,000 in 1935 to a peak of 240,000 in 1947. In 1951, Extension Service aided 212,170 families with kitchen improvement. The number of kitchens improved will probably be fewer in contrast with a growing number of families or homemakers who will be reporting having received assistance in improving their housekeeping methods and management abilities through help from the Extension Service.

Discussion questions--How should standards promulgated by the Extension Service for the house, home furnishings, and equipment of rural families differ from those of city families?

Certain groups of farm people, it has been observed, tend to have higher standards for automobile and clothes than they have for the house and its furnishings. How can Extension Service help families change their sets of values?

CLOTHING AND TEXTILES

By

Alice Linn

Extension Clothing Specialist

More than one million families were assisted with clothing construction in 1952, and nearly one million families were assisted with selection of clothing that same year. In both phases this represents a doubling since the depression years of 1935.

On the other hand, the remodeling program which approximated the other two phases in 1935, then jumped in 1942 as home sewing fell off, has continued to drop until it is only about three-fifths of the other two phases in terms of families reached.

During the post-war home sewing boom clothing leaders in many States have been given more thorough training through workshops. The workshop method in training the leaders more thoroughly has made them more willing and confident to act as leaders. Many stories could be told of the local leaders' initiative in carrying on further workshops of their own.

Special attention has been given the past year to children's clothes and the selection of clothing fabrics in relation to performance and care.

With preschool children population at an all-time high, extension programs have given increasing attention to clothing for children. In Michigan the program begins with workshops for making children's cotton garments. A preliminary meeting is held to discuss fabrics, designs and sizing of children's patterns. This is followed by three all-day work meetings. During 1951, 38 workshops were held with 357 women enrolled.

Last year in one Illinois county alone 153 women made more than 1,200 new garments for children. Reports read like a ready-to-wear inventory - 6 blouses for May, 4 dresses, 3 slips, 4 pairs of panties for Susie, 4 shirts for junior. Again, home demonstration agents met in advance with local leaders to advise on fabrics, textures, colors and styles suitable for children. The step by step procedure was so successful in teaching mothers to sew that it was copied in other countries, and a film strip showing one of the leaders demonstrating the steps, was made by the United States Department of Agriculture, so that the same procedure could be used by leaders in other States.

With the numbers of special finishes used on fabrics climbing into the hundreds and with nine man-made fibers being introduced into all sorts of apparel, demand for information on the selection and care of fabrics is constant. When Extension Service began we had four natural fibers. Retailers are facing many of the same problems as their customers in wondering how unfamiliar fabrics will perform. Close contact with the stores is vital to the home demonstration agents in keeping abreast of new developments. In Maine each home demonstration agent made preliminary visits to stores in her shopping area and then held a series of all-day community meetings with homemakers.

In New Jersey home demonstration agents got together in a workshop and experimented with handling new fabrics which were secured in advance from retailers and manufacturers. In the same State, a pilot county held meetings of homemakers and retailers to discuss their buying problems.

The California Extension Service arranged for a clothing marketing conference and tour at Los Angeles and the University of California campus at Westwood, for the agents in that area and a second at San Francisco and the University of California campus at Berkeley for the agents in the northern half of the State.

The Conference-Tours gave the agents background material about textiles appearing on the market, their problems in care, and reasons for different price lines in ready-made clothing. Such training enables agents to answer in reply to the widely diversified questions brought to them every day by homemakers.

ACHIEVEMENTS 1951: No. of families assisted with -

Clothing construction	1,169,186
Selection of clothing	946,727
No. of boys enrolled in 4-H clothing project.	1,992
No. of girls enrolled in 4-H clothing project.	640,249

Discussion Questions:

1. What are the possibilities of leaders taking over more complete responsibility for teaching skills to release home agents and specialists time for other things? For example, experience leaders teaching new leaders?
2. With the variety of choices on the consumer market the specialists need to get and give more information to home agents. How can they adjust their planning to find time for this?

RURAL HEALTH

By

E. J. Niodorfrank
Extension Sociologist

Programs and activities relating to health have long been carried on from time to time in home demonstration work; for example, nutrition, sanitation, first aid, home nursing, well-child clinics, and the like. Many of these activities were with other programs and agencies. We did not think much about how important they were as health, or bring out health in our reports. But during the last 10 or 15 years greatly increased emphasis has been given to health from a broader point of view, including general health conditions, community health services and programs, cancer education and special disease programs and public health policies. Health itself has become more and more an accepted and important part of extension work.

Today 21 States or territories have an extension specialist working on health education and about 10 or 15 additional States have some other designated staff person actively engaged in it part-time. All these health workers are either in or cooperate with home demonstration departments. Many local and county home demonstration groups have aided in the development of rural health centers, well-baby clinics, public health units, physical check-up campaigns, cancer detection training, school health programs, rural hospitals and health centers, and provided information about health plans.

According to county extension reports, in 1951 an estimated 1,650,000 were assisted by extension in improving diets, 500,000 families in obtaining information about immunization or other preventive health measures, 230,000 families with first aid and home nursing, and 2,660 nutrition and health clinics in 480 counties were held. Over 50,000 families were aided in improving sanitation systems. Hundreds of thousands of rural people, including over 300,000 4-H boys and girls received physical examinations as a result of extension education. Since 1945 about 700 hospitals have been built in small cities and towns serving rural areas, and home demonstration groups had a hand in getting many of them.

4-H Club programs have increasingly included personal health training and community health-improving activities. Health programs have in many cases stimulated local group action, and have furthered cooperative relationships both between extension programs and between extension groups and other agencies.

The splendid progress of recent years has laid much ground work and points the direction of still further progress needed. Many areas still need more adequate public health services. Many families ought to follow better nutrition health practices, properly care for illnesses or accidents in time, or make better use of community health services that do exist. Brucellosis in animals, which causes undulant fever in humans is still a major problem in some areas. The cost of medical care and shortages of

medical personnel are problems still to be generally overcome. More leadership for cooperative action to better develop existing programs locally and otherwise is needed. Health aspects of various extension programs need to be brought out into clearer focus and given more emphasis in terms of health. Parents should have a greater interest in the health programs of their local schools. Greater attention needs to be given to mental health; also to the health needs of agingness. But probably we should always give greatest attention to children and youth. For this is the time to lay the ground work for healthy bodies and proper health habits. During times of defense emergency, preventive health education is also of uppermost importance.

Improvements are steadily being made along all these lines. Health is a topic that applies to everybody, all of the time, and it is a part of many programs. Therefore, cooperation with others has to be the keystone in extension health education. But programs in extension health education will never be adequately developed to meet today's needs until every State has one or more specialists in this field to help the extension staffs and the people. More over-all extension program planning and use of family and community approaches will also help and these are on the increase.

Questions for discussion:

1. Do we need to do still more on health education in our extension work and if so how?
2. How can we concentrate on specific subjects or problems in health, and still cover the field and serve the varied interests and conditions of the different counties? Should we try to do so?
3. Do we need to better integrate health education with other home demonstration programs? How?
4. Do we need to place health values on a higher level or give more prominence to them in our total home demonstration program?
5. It is sometimes said that home demonstration work needs to be broadened beyond the "standard projects" in order to better serve the interests of more people and new interests of the times. If this is true, does not health present one opportunity for such expansion and at the same time serve basic needs and wants that people are interested in?
6. Should the extension health education program include "family health practices" or be confined to community health activities and improvement?
7. To what extent should local public health department personnel or similar resources be used in the extension teaching on the subject?
8. How can the men be better reached with extension health education?

RECREATION AND COMMUNITY ACTIVITIES
By E. J. Niederfrank, Extension Sociologist

Recreation has become more and more recognized as a part of happy, healthful living. Increased extension education in recreation and community improvement, like in health, has occurred first and most in home demonstration and 4-H Club work. Probably this is because the housewife is traditionally considered to be the leader of the family in recreation and community interests.

Today extension recreation is on a full-time specialist-project basis in 21 States and in most of the remaining 30 States and territories some other staff persons provide part-time assistance in it especially to 4-H Club programs. Most of them work closely with home demonstration staffs. Greatest increases of interest have been in camping, crafts, group singing, family-home activities, and community programs. County rural courses are found in numerous States. Many home demonstration groups have set the goal of having singing or games at all meetings. Rural women's camps are becoming more common. Hundreds of thousands of families are aided annually in improving home recreation, especially family music, reading, and back yard sports. Home demonstration groups have aided school music in some States and in many cases have provided support and leadership for rural play grounds, libraries, youth activities and other community improvements. Book reviews and reading projects have been stressed in some places.

Changes in rural life brought about by improved transportation, urbanization, mechanization, and growth of organizations have increased rural recreation problems and needs. The next decade will bring even greater demands for more attention to recreation and community development as standards of living increase and changes in county and community social organization continue. At the same time defense emergency conditions create tensions, maladjustment problems and other factors which proper recreation could help alleviate. People need to participate more in family-type activities. Many counties can use more and better public library, park, picnicing, and swimming facilities. Smaller rural towns are generally lacking in adequate recreation opportunities for youth, and county-seat towns or other large centers have not yet provided recreationally for the people living in their enlarging trade areas. Many rural organizations could be greatly benefited by the use of more recreation-social activities to enrich their meetings and programs. Recreation and community improvement, like health, generally require considerable amount of cooperation, both between agencies or organizations and between programs within Extension.

While much is being accomplished along all these lines there is still much to do. Over-all extension program planning is helping on all this. There is greater interest on the part of rural leaders. Extension agents are better equipped to give leadership and instruction. But programs in recreation and community activities will never be adequately

developed to meet today's needs until every State has one or more specialists in this field to help the extension staffs and the people.

Questions for discussion:

1. Do we need to do still more on recreation in our extension work, and if so how?
2. How can we concentrate on specific subjects or problems in health, and still cover the field and serve the varied interests and conditions of the different counties? Should we try to do so?
3. Do we need to better integrate recreation with other home demonstration programs? How? Which is more important, family recreation or community recreation?
4. Do we need to place recreation values on a higher level or give more prominence to them in our total home demonstration program, as well as in the recreation program itself?
5. It is sometimes said that home demonstration work needs to be broadened beyond the "standard projects" in order to better serve the interests of more people and new interests of the times. If this is true, does not recreation present one opportunity for such expansion and at the same time serve basic needs and wants that people are interested in?
6. Do such values as a teamwork or group working together, neighborliness, character-building, and local initiative need to be stressed more? Should we do so by treating them as separate topics in themselves, or can we not weave them into our many programs?

CITIZENSHIP RESPONSIBILITIES ARE RECEIVING
INCREASED ATTENTION 1/

By
Madge J. Reese
Field Agent, Western States

Rural women want to learn more about public affairs and to fulfill their responsibilities as citizens intelligently. Greater interest is being shown in what goes on in local, State, and National governmental activities and public affairs. The slogan of Illinois farm women is, "Home is the center of a woman's life, not its circumference." Forums and discussion on good citizenship and public affairs have been conducted by home demonstration groups in most States. Citizenship committees of State and county home demonstration councils have sponsored and encouraged programs emphasizing the following: (1) Keep informed on legislation that affects the home; (2) vote in all elections; (3) study inflation--its causes and affects, and how to deal with it; (4) be concerned about conservation of natural resources of our country. The citizenship programs are considered strictly from a nonpartisan viewpoint.

In Nebraska information leaflets and leaders' outlines have been prepared and have been used by 143 home demonstration clubs discussing such topics as citizenship and your government, becoming a better leader in your community, and you owe the land a living. Plans are being made by home demonstration groups for tours to the State capital. Kentucky consistently plans citizenship programs each year at district meetings of citizenship chairmen of county home demonstration councils. This is followed by meetings of county citizenship committees which plan and assist in programs featuring good citizenship. The Massachusetts home demonstration groups are conducting educational programs dealing with the importance of being intelligent citizens and understanding the duties and responsibilities of voting.

Kansas groups discuss such leading questions as what is a democratic society and what is a good citizen, and Colorado groups have used the same test questions about government that are used with foreign-born persons applying for naturalization. At least 75 percent of Missouri clubs devote one meeting each year to citizenship responsibilities. State training schools and institutes on citizenship for leaders were conducted in Indiana, Illinois, Ohio, New York, New Hampshire, and West Virginia in 1951. In 1952, the Illinois Extension Service and Illinois homemakers have cooperated for the fourteenth year in holding citizenship training conferences, and in New York it is the sixth year of such cooperation.

1/ Extension Service Circular 483. - A Look at Home Demonstration Work in the U.S.A., 1952. 24 pp. October 1952. See pp 17 and 18.

BETTER INTERNATIONAL UNDERSTANDING ACQUIRED

It is thought if rural families become acquainted with the traditions, customs, and life of peoples of other lands, they will acquire a better international understanding. Our world neighbors have become a familiar theme in some of the discussion groups. An increased number of home demonstration groups are making a serious study of the specialized agencies such as United Nations Educational, Scientific, and Cultural Organization; Food and Agriculture Organization of the United Nations; and the World Health Organization. The women are learning what these organizations are, what they do, and how they work. United Nations organizations were a program topic at 356 meetings in New Mexico in 1951 and in 138 Kentucky clubs. An increasing number of home demonstration groups are observing United Nations Day with special programs. Florida reported a total attendance of 12,336 at special home demonstration meetings on United Nations Day in 1951. The United Nations films have been used extensively by home demonstration groups. Women in many States have purchased the United Nations Cookbook and have enjoyed using it.

United Nations flags were made by some groups, and those made earlier are put to good use at special meetings by flying over courthouses, school buildings, churches, and other public buildings on United Nations Day. What has happened to two United Nations flags made by Pima County, Ariz., homemakers in 1950 is a good example. One of the flags or both have been used on an average of once a week since they were made. They are borrowed by churches, lodges, schools, and all meetings of the International Students Organization at the University of Arizona. Social and civic clubs throughout the county also use the flags on many occasions. The Y.W.C.A. used it for the Festival of Nations in 1950 and 1951. A delegation from the Y.W.C.A. of Tucson, Arizona, took one of the flags to a regional conference in California and it was the only United Nations flag at the conference. It suggested themes of international interest for discussion at the conference.

In practically all States home demonstration groups have featured the life and culture of at least one foreign country at a regular club meeting during the year. Oklahoma prepared a circular, You and the World, for use by clubs. Ohio had programs in 60 counties on Know Your Associated Country Women of the World Countries. Each club in Louisiana had an international leader, who was allowed time at each meeting to present some phase of world citizenship. Each home demonstration group of Oregon gave at least one meeting during the year to the study of a foreign country and served foods typical of that country. International fiestas and programs featuring foreign lands and peoples have been popular in Arkansas, Idaho, Kansas, Wyoming, and other States during National Home Demonstration Week. All this interest in peoples of other countries on the part of rural women in the United States adds up in no small way to better international understanding, which is an important factor in world peace.

NEIGHBORLINESS EXTENDED TO OTHER COUNTRIES

The Second World War made the world seem small. Interests of home demonstration groups as well as extension workers have extended beyond the borders of the United States. Several thousands of rural women in half of the States are corresponding with rural women of other lands, and they call each other "pen friends." This is a program sponsored by the Associated Country Women of the World and the Country Women's Council U.S.A. and is known as Letters for Friendship. Some of the States report as follows: In Ohio 2,000 homemakers have pen friends in 25 different countries; Kentucky has 787 pen friends; Oregon 726; West Virginia 334; and New Mexico 230. Through these letters women learn about the life, the customs, the traditions, and the problems of peoples of other lands. There have been exchange programs also with groups in several countries.

A lot of pioneer neighborliness still exists in rural America, and home demonstration groups are willing to share with those less fortunate. This friendly neighborliness has extended to the needy in other lands. County home demonstration councils and home demonstration clubs have been active in the CARE, CROP, and other charitable programs which have collected and sent food, clothing, and money to needy families in war-torn countries. North Carolina reports 303 CARE packages and 936 pounds of clothing sent by clubs to 8 countries in 1951.

One parish in Louisiana adopted a baby in Greece and supported the baby with proper food, clothing, and medical and toilet supplies, and also sent needed articles to other members of the family as Christmas gifts. Puerto Rico home demonstration clubs sent 1,342 containers of canned products for soldiers in Korea who had not received canned foodstuffs from their families. Groups in Kansas contributed teaching equipment to a dental college in Indonesia and also purchased a carload of dried milk for war-torn countries in Europe. All affiliated organizations of the Associated Country Women of the World support the activities of the organizations by Pennies for Friendship. Home demonstration councils send a considerable amount each year made possible by the penny contributions of many women. The weighing of the large pig banks of the several districts is an annual feature at the annual meeting of the New Mexico Association of Extension Clubs.

